

**AN ANALYSIS OF STUDENT'S PROBLEM IN WRITING SPOOF TEXT
AT THE ELEVENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted in Partial Fulfillment of the Requirements for S1 Degree

By

**YUNI FITRIANA
NPM.1311040222**

Study Program : English Education



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
1442 H/ 2021 M**

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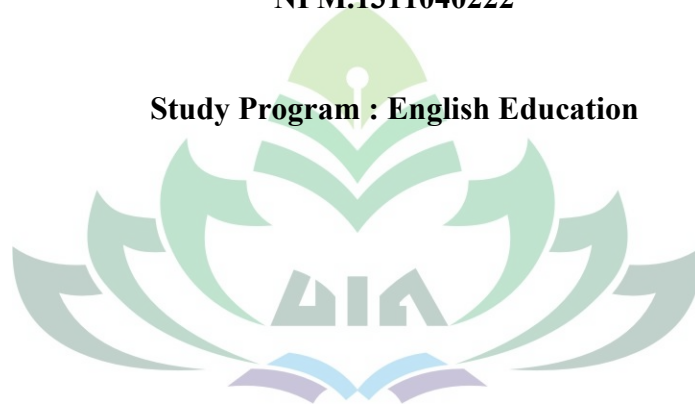
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RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG**

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ABSTRACT

AN ANALYSIS OF STUDENT'S PROBLEM IN WRITING SPOOF TEXT AT THE ELEVENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

By

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Problems that occur in writing are a problem caused by the writer. This research focuses on punctuation problem in writing spoof text. The research methodology used in this research was qualitative research. The researcher choose XI AK eleventh grade as the sample that consist of 30 students. In collecting the data, the researcher used three kinds of instruments such as: interview, documents, and questionnaire. The researcher used three major phases of data analysis: data reduction, data display, and conclusion drawing.

The result of the research showed that there were ten kind punctuation problem that happened to students 51.9% of student's problem in capital letter, 16.5% of student's problem in full stop. 12.3% of student's problem in comma, 2.6% of student's problem in question mark, 0.9% of student's problem in exclamation mark, 0.7% of student's problem in colon. 0% of student's problem in parenthesis, 1.9% of student's problem in apostrophe, 12.4% of student's problem in quotation mark, and the last, 0.8% of student's problem in semi colon. The dominant student's punctuation problem in writing spoof text that happened to students was capital letter problem.

Key Words: Problem in Writing, Punctuation Problem in Writing, Qualitative Research, Spoof Text.



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GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN
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A Thesis entitled: **“AN ANALYSIS OF STUDENT’S PROBLEM IN WRITING SPOOF TEXT AT THE ELEVENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021”**, by: **Yuni Fitriana, NPM: 1311040222**, Study Program: **English Education** was tested and defended in the examination session held on: **Friday, December 18th 2020**.

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MOTTO

وَكُلُّ شَيْءٍ صَغِيرٌ وَكَبِيرٌ مُّسْتَقَرٌّ

Meaning: Every matter, small and great, is on record. (Q.S Al-Qamar: 53)¹



¹Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation, (Madinah Almanac Publication,2004), p.48

DECLARATION

I hereby declare that this thesis entitled: “An Analysis of Student’s Problem in Writing Spoof Text at the Eleventh Grade of SMK PGRI 4 Bandar Lampung in the Academic Year of 2020/2021” is completely is my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

Bandar Lampung,
Declared by,

Yuni Fitriana
NPM.1311040222



DEDICATION

From deep of my heart, I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Johansyah, Mrs. Zuraida who keep on praying for my life. You have been me every step of the way, through good times and bad. Thanks for all the unconditional love, guidance, and support me.
3. My beloved sister Reva Maryati and brother Julian Sholeh Hidayat who love, care, and cheer me up until the completion of this thesis. Then, my beloved daughter Mutiara Assyifa who as my strength in everything I do, and all of my family, thanks for all motivation.
4. My beloved friend PBI E.
5. My beloved lecturers in English Education Study Program and Almamater Raden Intan State Islamic University Lampung, who made me grow up and give me much contribution for my self-development.

CURICULUM VITAE

The researcher's name is Yuni Fitriana. Her nick name is Yuni. She was born in 21st June 1995 in Pugung Baturaja, Pesisir Barat. She is the first girl of Mr. Johansyah and Mrs. Zuraida. She have one sister and one brother beloved, their name are Reva Maryati and Julian Sholeh Hidayat.

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First of all, Praise be to Allah SWT the almighty, The Most Merciful, the most beneficent for His Blessing and mercy given the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

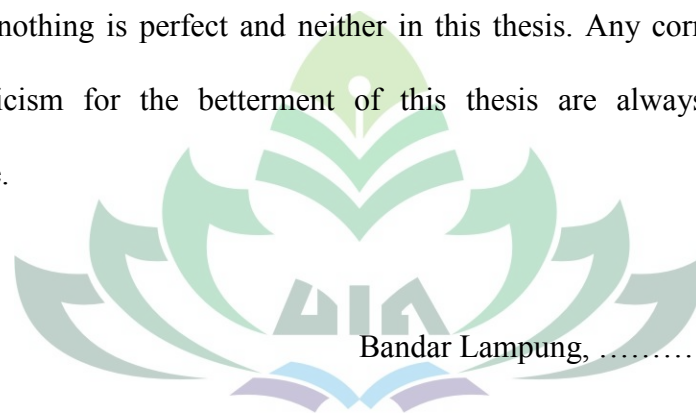
This thesis entitled “An Analysis of Student’s Problem in Writing Spoof text of Eleventh Grade of SMK PGRI 4 Bandar Lampung” is presented to be English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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6. All friends of KKN and PPL 2016 of Raden Intan State Islamic University Lampung.

Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.



Bandar Lampung, 2021

The Researcher
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CHAPTER I

INTRODUCTION

A. Background of Problem

According to Sheridan, writing is the most important to do. It helps us to catch our ideas, realize, our thought, and stand out as fluent persuasive people both on paper on our feet in front of the meeting or the boss.² In this case writing as a media of human communication that represent ideas or though on the paper, therefore writing can gives information to the readers.

Furthermore, Perkins says that writing is a process that requires writers to develop a cognitive awareness of the writing choices available to them.³ In order for the writers to make choices about their content and style, they need to be reminded and further informed about those choices open to them.

Brown also said that writing is not only about the representation of spoken language, Brown explains the complex activity and claiming that writings “as different from speaking as swimming is from walking”.⁴ In short Brown means that writing is not an easy activity. In his opinion brown says writing is different from talking, the researcher has the same opinion as what he said. When someone speaks they can use intonation and word pressure that can help convey the intent of something but when writing a

² Sheridan Baker, *The Practical Stylish* (New York: Harper & Row Publisher,1991),p.1

³Ray Perkins, 2005, “*Teaching Writing*”. (Online, available: <http://wac.colostate.edu/jornal/vol19/perkins.pdf>) access on March 23rd, 2019.

⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*,(California: Longman, 2001), p.335

writer must pay attention to the rules that exist in order, to avoid misunderstanding by the reader.

In writing, the students can devote some ideas in their main on a piece of paper. They can write something that they cannot talk, so their idea can be understood by the reader. To make a good paragraph in writing, the students must pay attention in using many aspect influence writing.

One of the aspect influence writing is using punctuation correctly, it can make a good paragraph writing. According to Harmer, “if capital letters, commas, full stops sentence and paragraph boundaries, etc., are not used correctly, this cannot only make a negative impression but also make a take difficult to understand”.⁵ It supported by Kane, that all punctuation exist, basically, to help readers understand what you wish to say.⁶ It means that the correct punctuation is an essentially part of the properly constructed English sentence. In other words, if punctuation marks in the text are not properly used, the readers may have difficulties to understand the text. From the explanation the explanation above, we can realize that punctuation is very important in writing.

Based on the preliminary research by interviewing Mrs. Dra.Sofiyah as the English teacher of the eleventh grade students of SMK PGRI 4 about the students problem in mastering English, especially about their writing, she explained that the students skill in writing were still low. The students had problem with their writing. The students had low understanding in using

⁵ Jeremy Harmer, *How to Teach writing*, (London: Longman, 2004),p.49

⁶ Thomas S.Kane, *The Oxpord Essential Guide to Writing*,(New York: The Berkley Publishing Group,2000),p.379

punctuation, so they were less attention in using punctuation in their writing. Besides that, the students also lack exercise about punctuation.⁷

In doing preliminary research, the researcher got the data of students score in writing from English teacher at the eleventh grade of SMK PGRI 4 Bandar Lampung. It can be seen in following table:

Table 1

The students score of spoof text

No.	Criteria of Minimum mastery	Class			Total	Percentage
		XI AK	XI PM	XI RPL		
1.	<75	20	18	17	55	64%
2.	≥75	10	10	11	31	36%
	Total	30	28	28	86	100%

Source: document of the eleventh of SMK PGRI 4 Bandar Lampung

According to criteria of minimum mastery (KKM) of English subject in SMK PGRI 4 Bandar Lampung.⁸ It can be seen from the table above that 55 out of 86 students or 64% got lower score, and there are 31 students or 36% of students that qualify from the criteria of minimum (KKM).

Based on the previous research by Kristy Dwi Pratiwi she analyzed the problems that occur in writing text, with the title student's difficulties in writing English a study case at the third-semester students of the English

⁷Sofiyah, *Interview an English Teacher*, SMK PGRI 4 Bandar Lampung, September 23rd, 2020

⁸*Ibid.*,

Education Program at the University of Bengkulu.⁹ In her research, she examined the difficulties of students in writing. She got a conclusion based on the results of her assessment that vocabulary is the most common problem in students.

Another previous research by Dr.Ibrahim Muhamed Alfaki his analysis of “University student’s English writing problems: diagnosis and remedy”.¹⁰ The results of his research were problems with writing problems that occur in students, problems that examined namely mechanic problems (spelling, punctuation), linguistic problems, cognitive problems, and psychomotor problems.

Furthermore, the differences this research with the previous that have mention above, the research in the previous research analyzed one of kind of problems in writing descriptive text, meanwhile in this research the researcher was only focused on students’ problem in writing spoof.

B. Identification of Problem

- 1) The students are still low in writing spoof text.
- 2) The students less pay attention in using punctuation in their writing.

C. Limitation of Problem

In this research, the researcher focus on analyzing tenth kinds of punctuation: Capital letter (A,B,C), Full Stop (.), Comma (,), Question Mark (?), Exclamation Mark (!),Colon (:),Parentheses (()), Apostrophe

⁹ Kristy DwiPratiwi Thesis “*Students Difficulty in Writing English*” 2011/2012

¹⁰ Ibrahim MuhamedAlfaki, *University Students Writing Problems.....*, p. 5

('), Quotation Mark (“ ”), semi colon (;) and that used in spoof text at the second semester of eleventh grade of SMK PGRI 4 Bandar Lampung.

D. Formulation of Problem

Referring to the identification of the problem and limitation of the problem above, the researcher formulated the problems as follows:

“What are the student’s dominant problems on using punctuation in writing spoof”

E. Objective of The Research

The objective of this research is to describe the student’s dominant problems on using punctuation in writing spoof text.

F. Use of The Research

1. Theoretically

To give the information about students’ problem on punctuation in writing spoof text at the second semester of eleventh grade of SMK PGRI 4 Bandar Lampung in the Academic Year of 2020/2021.

2. Practically

a. For English teacher

This research gave contribution for English teacher to pay attention more when teaching writing especially on punctuation in writing spoof.

b. For the students

This research gave motivation for students to make better writing especially on punctuation in spoof text.

G. Scope of the Research

1. Subject of the research

The subjects of this research were the students at the eleventh grade of SMK PGRI 4 Bandar Lampung.

2. Object of the research

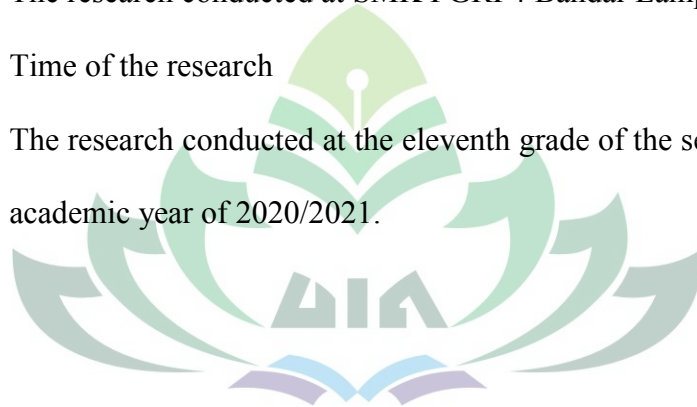
Object of this research were the students' problems on punctuation in writing spoof text.

3. Place of the research

The research conducted at SMK PGRI 4 Bandar Lampung.

4. Time of the research

The research conducted at the eleventh grade of the second semester in academic year of 2020/2021.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

Writing is a combination of process and product.¹¹ In other words, writing is a work of combining processes and products. The process of writing is the process of finding ideas that will be explain in writing and the product is the result of an idea that has become writing. Tarigan explains the definition of writing as a skill of language. He said that writing is one of the language skills which are used to communicate indirectly, without having face to face with other people.¹² It means that writing is one of skill in language, and when someone doing write they are don't need face to face with the reader, and writing is one of the skills of language that use to communicate indirectly.

According to Harmer, writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to an advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form.¹³ The point is that writing has a function that is as important as all skills in the language, namely listening, speaking and reading. Writing does not become one of

¹¹ Caroline T.Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw- Hill Companies, 2005), p.98

¹² Faisal and Krisna, “*The Effectiveness of FRESH Technique to Teach DescriptiveParagraph*”, journal of education and learning, vol.7 no.4, p.241

¹³ Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (New York: Longman, 2001), p.91

the most important or one that is not important, all skills in the language have their respective functions.

Based on the opinion of some experts above, the researcher concluded that writing is a combination of processes and products, by writing we can communicate without having to meet face to face with other people. But even though by writing we don't need to meet face to face when communicating, this does not mean that writing has a more important function than other language skills because all of the language skills have different functions.

B. Concept of Writing Process

Hedge said that “writing is a need to organize the development of ideas or information: ambiguity in meaning must be avoided through accuracy, the writer must choose from attention to the choice of vocabulary, grammatical patterns, and sentence structures to create a feasible meaning and an appropriate style to the subject matter and reader”.¹⁴ in other words, writing is an activity to convey an idea that is applied to writing and to make writing needed is not only a good idea, but the development of ideas and selection of words and the rules contained in writing must be understood by a writer. Hedge also makes the writing process:

1. Being motivated to write.
2. Getting ideas together.
3. Planning and outlining.

¹⁴Anabela Reis Alves, *process writing*, (London: University of Birmingham, 2008), p.3

4. Making notes.
5. Making the first draft.
6. Revising, replanting, redrafting.
7. Editing and getting ready for publication.¹⁵

Hedge states that seven steps must be passed in making writing. Another opinion is that it comes from Harmer. Harmer states that there are some processes of writing, they are:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers, this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, several drafts may be produced on the way the final version.

¹⁵ Tricia Hedge, *Writing(2nd ed)*, (New York: Oxford University Press, 2005) p.40

3. Editing (reflecting and revising)

Once the writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁶

Based on the explanation above, the researcher concludes that writing is an activity that has some steps, to make the good written. All of the steps that explain by the Hedge are called the process of editing.

C. Concept of the Problem in Writing

In this research, the researcher focused on the problems faced by students in writing. According to O'Donnell in Nabeela, some students are less careful about their performance and some students have learning disabilities and these issues hinder students' writing performance. It is very common to almost every class that students' have different spelling style; handwriting is not clear and sometimes their writings do not make any sense.¹⁷ In other words, the problem that occurs in writing is a

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, p.4

¹⁷ Nabeela Sanjana Chowdhury, Thesis "*Observing Writing Classes to Explore Students' Writing Problem*", BRAC University, Dhaka, Bangladesh, 2015

problem caused by students. Some students are still not careful in making writing, and also do not understand how to find ideas and develop an idea. The kind problems in writing are grammatical problems, sentence structure problems, word choice problems, and cognitive problems. Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing English.¹⁸ It means that expert in the opinion that the problem that occurs in students is the ineffectiveness of students in applying grammar, structure and other rules of writing. Good writing must have good meaning develop interesting ideas and each sentence and paragraph that are coherent so that it can be understood by the reader. then, the use of rules in writing such as word selection, use of grammar, use of punctuation and other rules must be applied in a writing. So that writing will be produced that is not only good in meaning but also true in writing. And when a text does not meet the rules or criteria that have been mentioned, the writing has a problem.

D. Concept of Punctuation

As we know that writing is an indirect expression. Because of that, the writers should find away to show find a way their word expression one by one. To give some emphasize meaning or expression, in writing we used punctuation, or the sign mark in writing or same with intonation in speaking. Punctuation is place in text to make meaning clear and to make

¹⁸ Ibrahim MuhamedAlfaki, "University Students Writing Problems: Diagnosis and Remedy". International journal of English language teaching. Vol .3, no. 3, 2015, p.44

reading easier.¹⁹ Kane states that all punctuation exist, basically, to help readers understand what you wish to say.²⁰ It means that punctuation is signs that show what the appropriate expression with the sentence that have been built by the writer.

Punctuation make good a writing and make a reading easier. Harmer states that if we want our students to be good writers in English we need to teach them how to use punctuation conventions correctly. Further he states, “Using punctuation correctly is an important skill. Many people judge the quality of what written just on the content, language and the writer’s handwriting but also on their use of punctuation. If the capital letter, comma, full stop, sentence and paragraph boundaries, etc. are not used correctly, this cannot only make a negative impression but can also make text difficult to understand”.²¹

It is supported by Jackson who states, “The purpose of punctuation is to enable your reader to interpret unambiguously the structure, and therefore the meaning, of your writing. The absence of full stops to distinguish the sentences in the email above is, in effect, an insult to the readers. It tells the readers to work it out for themselves. Poorly punctuated writing can make for frustrated and annoyed readers, who will be less sympathetic to

¹⁹ Mary K. McCaskill, et.al *Grammar , Punctuation, and Capitalization*, (Washington DC: NASA, 1990) P.56

²⁰ Thomas S. Kane, 2000, *Op.Cit*,p.379

²¹ Jeremy Harmer,2004, *Op.Cit*,p.49

appreciating the content of what you are writing. So punctuation is important”.²²

According to McCaskill *et.al.*, “the various punctuation marks perform four function: 1. Separate (A priode separates sentences), 2. Group and enclose (brackets enclose extraneous information), 3. Connect (a hyphen connects a unit modifier), and 4. Impart meaning (a question mark may make an otherwise declarative sentence interrogative)”.²³

It means that punctuations is a standard sign and marks in writing to separate word into sentences, clauses and phrases in order to clarify meaning. It cannot be neglected in writing. In other words, if punctuation marks in the texts are not properly used, the readers may have difficulties to understand the text.

There are some kinds of punctuation, and each of them have different function, they are: Capital Letter (A,B,C), Full Stop (.), Comma (,), Question Mark (?), Exclamation Mark (!), Colon (:), Parentheses (()), Apostrophe (’), and Quotation Mark (“ ”), and semi colon (;).

1. Capital Letter

Capital Letter used for the first letter of a sentence. It should be used in the following cases:²⁴

- a. Proper names.

Example: James Pieter, Mary Winter, etc.

- b. The first person pronoun.

Example: I agree with you.

²² Howard Jackson, *Good Grammar for Students*, (London: SAGE Publications Ltd.,2005),p.116

²³ Mary K. McCaskill,*et.al*,*Op.Cit.*,p.57

²⁴*Ibid*, p.81

- c. Use capital letters for the days of the week, months, special day, and holidays. But not for the names of the seasons.

Example: 1) On Monday, 21st June they celebrated her birthday at a local restaurant.

2) My favorite holiday is Thanksgiving, but Valentine's is a close second.

3) Last fall they spent Thanksgiving in Denmark.

- d. The names of public places, countries and language, institutions, title of books and films.

Example: White House, Italy, The Hollow, Because of You.

- e. Personal titles, like doctor, professor, and judge, when they refer to a specific person. Do not capitalize those words when they refer only to an occupation.

Example: 1) The course was thought by Professor Johnson.

2) When I was a kid, I thought I'd be a doctor, but I became a professor instead.

- f. Acronyms are almost always formed with capital letters

Example: Asean Free Trade Area (AFTA).

2. Full Stop (.)

The full stop is a mark of separation.²⁵ It is used at the end of sentence that is not a question or an exclamation.

- a. Mark boundaries between two thoughts or ideas.

Example: He stopped. She stopped too.

- b. Use full stop to end statement and request.

²⁵*Ibid.*, p.71

Example: 1) I tell story to him. (statement)

2) Tell me a story, please. (request)

c. After most abbreviations.

Example: 1) Prof. H. Gulton,M.Sc.

2) Mr. Adelino is my English teacher.

d. Place full stop before closing quotations mark

Example: The operator presses the *n* to indicate “no” and the letter *y* to indicate “yes”.

3. Comma (,)

The comma separates groups of words. It used for:²⁶

a. Use comma before direct quotes.

Example: She said, “I love you”.

b. Use comma between items in a series (more than two items).

Example: I’d like to visit Spain, Italy, Australia, and Germany.

c. To separate address, letter and dates.

Example: 1) Tuesday, December 20,2006.

2) Dear Mom, I have received your letter last week.

3) UIN Raden Intan is located on Letkol Endro Suratmin

Street, Sukarame, Bandar Lampung.

d. Use comma after an introductory word or phrase.

Example: 1) Since you asked, I will tell you.

2) Unfortunately, we had lost her address.

²⁶FuadMas’ud, *Essentials of English Grammar*, (Yogyakarta: BPFE-Yogyakarta,2005), Third Edition,p.312

- e. Use a comma before a coordinating conjunction in compound sentence.

Example: 1) I come work early, but no one here.

2) There is no one in Mr. Frendy's home, so I come back.

4. Question Mark (?)

The purpose of the question mark is to terminate a direct question.²⁷

Example: What your name?

5. Exclamation Mark (!)

Exclamation Mark is set within a sentence in order to stress the preceding word or phrase. It is usual function to:²⁸

- a. As signal surprised or strong emotion.

Example: That's fantastic!

- b. Exclamation mark as a command.

Example: Don't do it!

6. Colon (:)

In modern writing the most common function of the colon is to introduce a specification. The colon is used as follows:²⁹

- a. Signal that something like a list or extra information.

Example: There are many kinds of guitar: acoustic, electric, Spanish, or bass guitar.

- b. Between hours and minutes in time

Example: 09:30 a.m

²⁷ Thomas S. Kane, *Op.Cit.*p.384

²⁸ Fuad Mas'ud, *Op.Cit.*,p.313

²⁹ Mary K. McCaskill, *Op.Cit.*,p.51

- c. To express ratios.

Example: 2:1 mixture

7. Parenthesis (())

Used to enclose extra information that is not absolutely necessary and which may seem outside the meaning thrust of the sentence.³⁰

Example:

The Cambridge Folk Festival (held in the grounds of Cherry Hinton Hall) is one of the most enjoyable dates in the Cambridge calendar.

8. Apostrophe (')

The functions of the apostrophe are to indicate possession and contractions.³¹

- a. Use the apostrophe to show possession.

Example: This is Miko's book

- b. Use the apostrophe with contractions.

Example: She's great teacher.

9. Quotations Mark (“ ”)

Quotation Mark is used to enclose words quoted from another source, direct discourse, or words requiring differentiation from the surrounding text. It is used for:³²

- a. Enclose quotation of direct speech.

Example: He said, “Watch out!”

³⁰ *Ibid.*,

³¹ Howard Jackson, *Op. Cit.*, p.120

³² Jeremy Harmer, 2004, *Loc. It*

- b. Use quotation mark to indicate the titles of short story or poem and song title.

Example: 1) “The Snow White” is a memorable is a sort story.

2) My brother and sister danced to “when a man loves a woman” at my wedding.

10. Semi-Colon (;)

Semi-colon indicates that the main idea thrust of a sentence continues, but it temporarily halted. It is used in:³³

- a. If coordinate clauses are not joined by a coordinate conjunction, they must be joined by a semi-colon.

Example: The work in the office was quite simple; she had merely to answer her phone and do a little typing.

- b. Semi-colon may separate elements of a series that are complex or require internal commas.

Example: The capital of the South East of Asian countries are;
Indonesia, Jakarta; Philippine, Manila; Malaysia, Kuala Lumpur, Thailand, Bangkok; etc.

Based on the theory above, it can be summarized that punctuation is the sign of writing to make clear the writer’s ideas. Punctuation can help the writer expresses their meaning in writing. In other words, using punctuation correctly will help the readers understand what the writers intend to communicate. In conclusion, punctuation is placed in a text to

³³ Mary K. McCaskill, *Op.Cit.*,p.77

make the meaning clear and to make reading easier. Each character has different meaning. And in this research, the researcher only focused on ten punctuations because they usually used in writing.

E. Concept of Students Problem on Punctuation in Writing

In Oxford Learner's Pocket dictionary: Problem is thing that difficult to deal with or understand.³⁴ So problem is situation, person, or thing that difficult to understanding something and needs attention then needs to be dealt or solved. McCrimmon states that the criteria of writing there are:³⁵

1. Content (think creatively and develop thoughts).
2. Organization (write in appropriate manner).
3. Vocabulary (use of word/idiom).
4. Language (write appropriate structure).
5. Mechanic (use punctuation, spelling correctly).

Harmer states that if we want our students to be good writers in English we need to teach them how to use punctuation conventions correctly.³⁶ It means that correct punctuation make good students' writing and the students writing clear. And each punctuation as mentioned before has terms of use, which must be understood so that no errors occur in its use.

According to Rahmawati in her thesis, "Traditionally, teaching writing in schools only focuses on the grammar and vocabulary but punctuation is

³⁴Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press,2008),p.350

³⁵ James M. McCrimmon, *Writing With A Purpose*, (New York: Houghton Mifflin Company, 1983),p.6

³⁶ Jeremy Harmer, 2004,*Op.Cit*,p.120

rarely learn in English class specially.”³⁷ It means that teaching learning process in writing, teacher and students less pay attention in learn about punctuation, so most of the students problem is not using punctuation correctly in their writing.

Punctuation is very important because they bring a big impact to writing meaning.³⁸It means that punctuation is very useful in writing because if writing is wrong in using punctuation or not using punctuation it can cause misunderstanding the meaning of the writing. Motivating students to use punctuation is very necessary for learning. In other words, because if you do not use punctuation or errors in the use of punctuation can cause misunderstandings in understanding the meaning of writing, then learning how to use punctuation is very important.

F. Concept of Text

Text, which is sense, is anything in written Form.³⁹ In other words, what is the content of the writing, whether the writing of scientific work or the writing of experience and also a fiction, is also called text. A text is a meaningful linguistic unit in a context; it is both a spoken text and a written text.⁴⁰ The text section according to the expert is divided into two,

³⁷LiaRahmawati, *Error Analysis in Using Punctuation Made by Students In Writing II Class*, (Salatiga: Unpublished S1 Thesis of STAIN Salatiga,2014), p.1

³⁸Abbaker and Abdall, “*Common Punctuation Errors Made by Secondary Schools Students in English*”, *Journal of Humanities*, vol.17, no.4, 2016, p.74

³⁹ Lisa M.Given, *The Sage Ensiklopedia Qualitative Research Method* (London: Sage, 2008) p.863

⁴⁰SanggamSiahaan and KrisnoShinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p.1

namely spoken text and written text. In this study, the researcher will focus on written text.

According to Gerot and Wignel, there are thirteen types of text:

- 1) Spoof text is a text that used to retell an event with a humorous twist.
- 2) Recount text is a text form that is usually used to describe past events.
- 3) Report text is a text that contains information about what happens in a scope.
- 4) Analytical Exposition text is a text to persuade the reader or listener that something in the case.
- 5) News item text is a text that presents new news to provide the most updated information that occurs.
- 6) Anecdote text is a text to tell strange things that usually happened in the past.
- 7) Narrative text is a text that contains a story of an event that follows the writer timeline.
- 8) Procedure text is a text that explains the steps and ways to do things correctly.
- 9) Descriptive text is a text that contains a description of an object.
- 10) Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.
- 11) Explanation text is a text that explains the occurrence of an event clearly and completely and in detail.

12) Discussion text is a text that applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

13) Review text is a text that contains comments and evaluations about a particular item or product.⁴¹

Based on the explanation above, we can find out that there are several types of texts that are learned in schools and must be understood by students. In this study, the researcher will focus on one type of text described above, namely spoof text.

G. Concept of Spoof text

Dhona and Harha in their journal state that a spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story.⁴² Priyana et al give clear explanation that spoof is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny.⁴³ According to Sudarwati and Grace that a funny story is often called a spoof. It retells an event with a humorous twist. That's why the story is funny. Sometimes, we can also find as poof in a short conversation or in a cartoon.⁴⁴

⁴¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: GerdStabler, 1994). p. 192-220.

⁴²NurmaDhonaHandayani and KhairulHarha, "Problems in Writing Spoof Text", *Studies in English Language Education Journal*, Vol. III, No.1, (March,2016),p.17

⁴³JokoPriyana, et.al, *Interlanguage : English for Senior High School Students XI Science and Social Study Programme* (Jakarta : PusatPerbukuanDepartemenPendidikanNasional, 2008), p.167

⁴⁴Th.M. Sudarwati and Eudia Grace, *Look Ahead 2: An English Course for Senior High School Students Year XI* (Jakarta: Erlangga, 2007), p.161

It means that spoof text is a text which retells the past event which has funny ending and it is to entertain the readers.

Like other genres of text, spoof text also has generic structure; spoof text has three main parts. They are:

- a. Orientation: appears as an introductory part of the text. It will guide the readers to show what kind of a text will be reading and it is also the beginning of the story.
- b. Events: included as part of the text that recite the events that happened in the story usually in chronological order.
- c. Twist: part of text near the end of the story that tells about something that was unpredictable that make the readers smile and laugh. This is the funniest part of the story.

In writing a spoof text the writer must correct in sorting the generic structures. The spoof text will be wrong if the generic structure of the text is not correct.

According to Sudarwati and Grace, a spoof text has the following language features:

- a. Noun: deals with people, animals or certain things in the text.
- b. Actions verb: deals with the verbs that show events (examples: walked, ran, etc)
- c. Connectives: connectives with a sequence of events (examples: first, then, finally, etc)

- d. Adverbs of time and place: explain when and where the events happened (examples: in the garden, yesterday, etc)
- e. Simple past tense: simple past tense deals with activities that happened in the past and uses verbs in the past form (examples: he walked away from the village).⁴⁵

Each type of text has its linguistics features, as well as spoof text. Linguistics features that are having by spoof text are different from another text. Based on expert opinion above, about spoof text has four language features, all of which are must be understood by students that will be writing a spoof text.

Here one of the examples of spoof text:

Bad Dream	
One there was a couple sleeping. The wife had a bad dream. She woke up. She was scared and cried.	Orientation
Her husband tried to make her comfortable and asked why she cried. Then she replied: "I had a dream that a very rich and handsome man kidnapped me from you." Hearing his wife answer, the husband said: "it is ok honey, it was just a dream."	Event
Immediately the wife responded loudly: "That is why I'm crying."	Twist

⁴⁵Sudarwati and Grace, "Problem in Writing Spoof", Nurma, Khairul, Volume 3 No. 1, March 2016, p.17

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